I. Course Description
The EDUC 4605/0607/08 course involves planning, teaching, assessment and technology as they relate to teaching in an urban middle school setting. This 6-hour field-based course is designed to provide the prospective teacher with the pedagogical knowledge and skills necessary for the integrated teaching of math, science, social studies, language arts, kinesiology, art, and music. Planning will include considerations in creating a positive learning environment, writing instructional objectives, lesson plan formats, multiple intelligences, differentiating instruction and instructional resources. Teaching will focus on methods and strategies for delivery of instruction to classrooms of diverse learners. Philosophies, purposes and procedures for assessment will be addressed. The integration of technology into instruction will include applications ranging from utilization of the Elmo to the use of multi-media, such as PowerPoint, Prezi, Teacher Tube, and other modalities for developing presentations and learning activities to be used in middle school classrooms. Pre-service teachers (PSTs) will also use videotape and photography to enhance their teaching. Observation and collaboration with professional middle school teachers in the field, as well as journal writing/reflective practices, will be integral parts of the course. Two full days per week are required at a partner school site. Class meetings and field experiences will take place at Browne MS on Tuesdays and Thursdays from 8:30 am to 4:00 pm.

Prerequisites: Admission to TAMU-CC Teacher Education Program. Successful completion of SMTE 1350 and either SMTE 3315 or SMTE 3316. Successful completion of READ 3320 or READ 3321. Must be co-enrolled in ETEC 3100.

II. Course Rationale
Pre-service teachers are immersed in the day-to-day operation of Tom Browne Middle School. This school-university partnership aims to lay a foundation of professional knowledge, skills, attitudes, behaviors and dispositions necessary for the teaching profession. In addition, the field-based instruction facilitates rich classroom experiences necessary for PSTs that include actual lesson planning and teaching in a middle school setting. The student will become knowledgeable of the Texas State Adopted Proficiencies...
for Educators and the thirteen competencies of an effective teacher based on the Pedagogy and Professional Responsibilities TExES Exam as described in the section below. This pre-student teaching semester provides an effective stepping stone towards the culminating student teaching semester of the TAMU-CC Teacher Education program.

III. State Adopted Proficiencies for Teachers
1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.
3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.
4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.
5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. Student Learning Outcomes plus alignment with competencies and proficiencies
Student learning outcomes: The pre-service teacher (PST) will . . .
A-2. Develop familiarity with the various administrative, faculty and support staff roles at BMS.
A-3. Design and implement a school improvement project that involves research and action.
B-1. Join a professional organization for teachers.
B-2. Visit the Region 2 Education Service Center and gain awareness of its resources and programs.
B-4. Formulate a philosophy of teaching that is pedagogically sound and personally relevant.
C-1. Increase understanding of developmental, behavioral and cognitive learning theories.
C-2. Develop understanding and apply questioning skills in the teaching/learning process.
C-3. Complete an advance organizer about teaching students with learning disabilities.
C-4. Develop a variety of instructional strategies to motivate students to learn what is being taught.
D-1. Name all the students in his/her assigned cooperating teachers’ (CTs) classrooms.
D-2. Deliver a PowerPoint (PPT) presentation promoting the teaching profession to BMS students.
D-3. Plan instructional modifications for students with special learning needs in the third lesson.
E-1. Utilize Bloom’s taxonomy to develop a range of appropriate written instructional objectives.
E-2. Prepare an anticipatory set + outline of instruction for the EDUC 4605/06/07/08 class.
E-3. Demonstrate familiarity with content area scope and sequence by including TEKS standards, plus constructing appropriate instructional objectives in lesson planning.
E-4. Develop detailed lesson plans for instruction in the assigned CTs’ classrooms.
F-1. Implement personally developed lesson plans in the assigned CTs’ classrooms.
F-3. Review videotape and analyze the first classroom teaching experience.

G-1. Develop an introductory PPT presentation that promotes college attendance/teaching for BMS stdts.
G-2. Utilize instructional technology in all classroom teaching assignments.
G-3. Develop a PDAS-based portfolio of pre-professional TAMU-CC teacher ed experiences.

H-1. Gain familiarity of varied methods of assessment of student work.
H-2. Incorporate assessment methods/checking for understanding related to student learning in lessons.
H-3. Observe assigned CTs’ use of varied methods of student assessment.

I-1. Explain the TExES PPR competencies (Through participation in the TExES PPR literacy circles).
I-2. Complete and review the “Diagnostic TExES PPR” and the “Practice TExES PPR.”
I-3. Complete TExES PPR-related teacher observation forms for interdisciplinary observations at BMS.

Alignment of EDUC 4605/06/07/08 Course Goals and Assignments with State Learner Proficiencies and TExES PPR Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TExES PPR Competencies</th>
<th>EDUC 4605/06/07/08 Course Goals</th>
<th>EDUC 4605/06/07/08 Course Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>001 007</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Reading Responses</td>
</tr>
<tr>
<td>The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.</td>
<td>008 009</td>
<td>D. Demonstrate instructional planning skills</td>
<td>Quizzes</td>
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<tr>
<td></td>
<td>012</td>
<td>G. Utilize technology to support/enhance instruction</td>
<td>Anticipatory set presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H. Increase knowledge of instructional evaluation and student assessment</td>
<td>TExES PPR-related observations</td>
</tr>
<tr>
<td>Learner-Centered Instruction</td>
<td>001 003 004 005</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Classroom teaching and analysis</td>
</tr>
<tr>
<td>To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.</td>
<td>006 008</td>
<td>E. Develop instructional planning skills to meet the needs of diverse students</td>
<td>Reading Responses</td>
</tr>
<tr>
<td></td>
<td>009 010</td>
<td>F. Gain experience in delivering instruction in the classroom setting</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G. Utilize technology to support/enhance Instruction</td>
<td>TExES PPR-related observations</td>
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<tr>
<td></td>
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<td>H. Increase knowledge of instructional evaluation and student assessment</td>
<td>Exams</td>
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<td>PowerPoint presentation</td>
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<td>PDAS e-portfolio</td>
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<td></td>
<td>Multiple intelligences seminar</td>
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<td></td>
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<td>Instructional website paper</td>
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</table>
### Equity in Excellence for All Learners

The teacher responds appropriately to diverse groups of learners.

<table>
<thead>
<tr>
<th>002</th>
<th>003</th>
<th>C. Increase understanding of culturally relevant and responsive teaching practices</th>
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</thead>
<tbody>
<tr>
<td>004</td>
<td>005</td>
<td>D. Gain experience in promoting a positive student learning environment</td>
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</table>

### Learner-Centered Communication

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

<table>
<thead>
<tr>
<th>007</th>
<th>008</th>
<th>B. Improve understanding of teaching as a profession and overall professional competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>009</td>
<td>010</td>
<td>D. Gain experience in promoting a positive student learning environment</td>
</tr>
</tbody>
</table>

### Learner-Centered Professional Development

The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

<table>
<thead>
<tr>
<th>009</th>
<th>010</th>
<th>A. Gain awareness of the complexities involved in the daily operation of an urban middle school</th>
</tr>
</thead>
<tbody>
<tr>
<td>011</td>
<td>012</td>
<td>B. Improve understanding of teaching as a profession and overall professional competence</td>
</tr>
<tr>
<td>013</td>
<td>014</td>
<td>I. Prepare for the TExES PPR</td>
</tr>
</tbody>
</table>

### TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR)

(Emphasized in EDUC 4605/06/07/08)

**Domain I. Designing Instruction and Assessment to Promote Student Learning**

01 The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**Domain II. Creating a Positive, Productive Classroom Environment**
The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing Effective, Responsive Instruction and Assessment

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The teacher provides appropriate instruction that actively engages students in the learning process.

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The teacher monitors student performance and achievement: provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling Professional Roles and Responsibilities

VI. Course Objectives

This course is designed so that the student will be able to:

A. Gain awareness of the complexities involved in the daily operation of an urban middle school
B. Improve understanding of teaching as a profession and overall professional competence
C. Increase understanding of culturally relevant and responsive teaching practices
D. Gain experience in promoting a positive student learning environment
E. Develop instructional planning skills to meet the needs of diverse students
F. Gain experience in delivering instruction in the classroom setting
G. Utilize technology to support and enhance instruction
H. Increase knowledge of instructional evaluation and student assessment
I. Prepare for the TExES PPR

VII. Course Topics

* Foundations of Instructional Design
* Learning Theories
* Creating a Positive Environment for Effective Teaching/Learning
* How Students Learn
* Instructional Planning & Design for Effective Teaching/Learning
* Instructional Strategies for Effective Teaching/Learning
* Classroom Assessment/Assessment Strategies for Effective Teaching/Learning
* Instructional Technology to Facilitate Effective Teaching/Learning
* Teaching Diverse Learners
* Classroom Management
* Motivating Students to Learn
* TEKS Organization, Structure & Skills/TEKS in the Content Areas
* State Assessment of Students
* Professional Roles and Responsibilities
* PPR/Content Certification Test Preparation

VIII. Instructional Methods and Activities
Methods and activities utilized within this course include:
This course utilizes a variety of instructional methods and activities, as well as field-based experiences:
1) Traditional Experiences (lecture/discussion; demonstration; modeling; guest speaker; on-line deliveries, video, etc.)
2) Field Experiences (field-base teaching; simulations, cooperative groups; student demonstrations or presentations; guided discovery; inquiry-based learning; role play; lab exercises/investigations; field trips; community resource use, community service, etc.)

All assignments will be critically evaluated for correct spelling and grammar. As a professional educator, you must model clear and correct writing at all times. Proofread, and may I suggest have someone else proofread, all assignments prior to turning them in to be graded.

All assignments need to be typed, double-spaced, 12-pt font (Unless otherwise specified)

A. Class Attendance (100 pts.) & Participation (100 pts.) - 200 pts. Total
(See Absence Policy in your handbook)
1. Attendance/Punctuality – Class attendance and punctuality (TAMU-CC/BMS) are reflections of a pre-service teacher’s commitment to his/her preparation for teaching.

Attendance: (100 points possible)
Students are expected to attend all class meetings. You must sign in at the office by 8:30 a.m. and sign out no earlier than 4:15 to be considered on time (unless prior approval/special arrangement is granted by Dr. Jeffery). Also, consider staying after 4:15 to help out your CT. Time missed in your clinical teachers’ classrooms must be made up (no exceptions). A doctor’s excuse may be required for any and all absences, but will not excuse the absence from having to be made up. Approved Absence means notification and/or approval of absence prior to 8:00 am on the date of the absence. The following criteria will be used for determining your attendance and participation grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
<td>Perfect attendance, punctual (no absence; no tardies)</td>
</tr>
<tr>
<td></td>
<td>94</td>
<td>One absence, or 1-2 tardies or early departures</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>One absence with 1-2 tardies or early departures</td>
</tr>
<tr>
<td>B</td>
<td>84</td>
<td>3-4 tardies or early departures</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>One absence w/ 3-4 tardies/early departures or 5-6 tardies/early departures</td>
</tr>
<tr>
<td>C</td>
<td>74</td>
<td>Two absences, or one absence with 5-6 tardies/early depart. or 7-8 tardies/early dept.</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>Two absences w/ 7-8 tardies /early depart. or Three absences or 9-10 tardies/early dept.</td>
</tr>
<tr>
<td>F**</td>
<td>60</td>
<td>Four or more class absences or more than 10 tardies/early departures</td>
</tr>
</tbody>
</table>

**NOTE: Individuals receiving an ‘F’ on this criterion will need to repeat EDUC 4605/06/07/08, irrespective of performance on all other criterion.**
**Participation: Active Participation Log** (100 points possible)

You will be evaluated on your professionalism in this field experience. This semester you will have many opportunities to develop professional skills and work habits. As part of your professional development, you are expected to participate in professional development activities (5 hours) beyond the normal school day on Tuesday/Thursday. These activities include, but are not limited to, the following:

a) Family Math/Science Night  
b) Tutoring (TBA)  
c) Fieldtrips on MWF  
d) Faculty Meetings (TBA); Professional Learning Community (PLC) Meetings  
e) Attending the Clinical Teacher’s classroom on a MWF  
f) Board meetings (District level)  
g) Professional Development Meetings  
h) PTO meetings  
i) After-school sports practices (for Kinesiology students)

For any of the above mentioned activities, or other pre-arranged activities with the site professor, the PST will receive **10 points per hour of attendance**. The PST must participate in five (5) different activities. In addition, the activity must be documented, dated and signed by the Site Professor, Clinical Teacher or an administrator in attendance. **Active Participation Log forms will be provided.** Submit the form via Blackboard (Bb) at the conclusion of the five hours or no later than _______.

2. **Inspirational Quote** – Find an inspirational quote and cite the author. Interpret the quote and explain what it means to you. Make connections to education. Include an image and/or clip art that depicts the quote and submit on the provided template. Due on __________. **25 points total.**

3. **Reading responses/Article Reviews** - You will be a part of a Professional Learning Community (PLC) by responding to various questions and posts on the Discussion Forum via Blackboard (Bb). Four reading responses from selected articles and other resources will be assigned to stimulate student input, promote interaction among classmates, and enhance class discussions. The promptness and initiative of participating in threaded discussions done in a timely fashion will demonstrate self-motivation. The delivery of your posts will address your attention to detail in terms of being grammatically correct with rare misspellings. You will make posts that are relevant to the original discussion by staying on topic. By contributing to the professional learning community, you will demonstrate an effort to further the development of a collaborative learning experience. You will write a **one-paragraph reflection** that addresses a given prompt. Then you will review two other students' postings and post one response/comment to each student's post (Total of two replies). Your replies to other students’ posts only need to be about 1-2 sentences. You can feel free to provide/post responses to more than two classmates' postings to enhance a discussion; however, you will only receive credit for replying to two classmates' posts. Remember to be courteous and respectful to all peers and in your responses to postings. Professionalism is expected at ALL times. **Due on____, _____. **15 points each, **60 points total.**

4. **TExES PPR Literacy Circles** – TExES Reading/Discussion/Peer Evaluation (80 pts.; 15 points for each submission). Will offer small group study/discussion/submissions on Competencies 1-13.

5. **Clinical Teacher Interview** – The PST will interview the CT about his/her classroom and teaching practices utilizing the provided template. Due on _______. **15 points total.**
6. **Syllabus Quiz & Browne MS Scavenger Hunt (20 pts; 10 points for each assignment)**. In-class assignments.

B. **Teaching and Observing**

1. **Reflections (E-journal) – 60 pts. possible. Teacher as a reflective practitioner**. Students will keep a reflective journal and write three (3) journal entries of observations of your CTs’ instructional methods and classroom management utilizing the observation reflection prompts provided in Blackboard. **Post your Observation reflections to Blackboard Reflection folder by the following dates: _____, _____, and ______. (20 pts. each = 60 pts. total):**

   - **20 points** - reflective and thoughtfully written; required length; mechanically sound
   - **16 points** - deficient in either reflection OR length OR mechanics
   - **12 points** - deficient in two of the three criteria identified above
   - **4 points** - deficient in all three of the above criteria

2. **Interdisciplinary observations** – Observe two teachers’ classrooms outside of your content area(s) as indicated in the course schedule for one class period each. An easy way to do this is to trade places with another PST in a different class and/or grade level. A TExES PPR-related classroom observation format will be provided for you to use to complete a written summary of your observations. Your observation summaries are both due to Bb on ______. **20 points each, 40 total points.**

   - **20 points** – six TExES PPR competencies written in entirety; adequate description of the six observed competencies; classroom sketch depicts important and unique aspects of the physical setting
   - **1 pt. deductions** – each missing TExES PPR competency
each inadequate description of observed competencies
inadequate or missing classroom sketch

3. **Classroom teaching and analysis** – (200 pts. each = 1,000 total points). A total of **five lessons** will be taught in classrooms of your assigned CTs. Lesson plans must be submitted to your CT AND **Dr. Jeffery PRIOR to teaching your lesson (at least 72 hours in advance)**. Passing grades will not be assigned to lessons taught without prior submission of lesson plans. Make arrangements with Dr. Jeffery to observe your second and final lesson. Final submissions should include: **Lesson Plan + Reflection + CT/SP/Peer Evaluation.**

   **A. Teaching Lessons** (5): **You must score at least 80%** on each of the lessons. If the student does not meet the minimum 80% on any of the three lessons, it may be necessary for some students to teach more lessons. (Follow these guidelines for every lesson.). Lesson plan rubrics will be provided in class.

   1. **Each lesson should be inquiry-based and engaging for the students.**
   2. **All lessons should use effective technology.**
   3. **All lesson plans must follow the format discussed in class.**
   4. **All lesson plans must be discussed with your clinical teacher prior to the lesson(s) being taught.**

   **This will take some pre-planning on your part.**

   5. The CT must approve the final lesson plan and provide feedback **at least 72 hours** before you teach it. **This will take some pre-planning on your part.**
6. Give a ‘hard copy’ of your lesson plan to your CT before you teach each lesson.
7. Give an evaluation form to your CT before you teach each lesson.
8. Conference with your CT at a convenient time for the CT after each lesson is taught. Dr. Jeffery also will debrief with you after your lessons.

9. Write the reflection.
   a) Students must write a reflection after each lesson is taught. This is an important step in becoming a reflective practitioner, and it is an excellent way to improve your skills.
   b) The reflection needs to be written in narrative form, have headings, be descriptive and specific, and be at least 1.5-2 pages long to be truly reflective.
   c) You must provide headings according to the guidelines.
   d) Explain and describe your reactions to the questions provided in the guidelines.
   e) Self-evaluations/reflection should include positive remarks as well as suggestions for improvement. Address and incorporate the feedback from your CT.
   f) Thoroughly and thoughtfully apply the concepts from this course in your reflection.
   g) Video lesson(s): Be specific in commenting upon your video.
   h) For all lessons, you will turn in the lesson plan along with a detailed reflection analysis of your lesson and your CT’s evaluation all at one time, scanned and uploaded to Blackboard on the designated due dates.

B. Lesson One (Video + CT)
   1. Your CT will observe and evaluate this lesson using the Clinical Teacher Evaluation Form.
   2. You will videotape this lesson. The lesson must be taught no later than _____ and paperwork must be submitted to Bb by ______.
   3. Plan/arrange with your clinical teacher to present a lesson to be videotaped.
   4. Develop a lesson plan using the format specified in our course.
      a) The final lesson plan must be approved by your CT at least 72 hours prior to the date the lesson is taught.
      b) Make sure the parental consent forms have been signed (video).
      c) Arrange for the video equipment. You and your videotaping partner should practice using the equipment prior to the lesson.
   5. Following the completion of your lesson, review the videotape/lesson with your CT.

C. Lesson Two (SP + CT)
   1. Your SP and CT will observe and evaluate this lesson using the Clinical Teacher Evaluation Form.
   2. The lesson must be taught by ____, and paperwork must be submitted to Bb by ____.

D. Lesson Three (CT1) (Two consecutive periods)
   1. Your CT will observe and evaluate lesson three using the Clinical Teacher Evaluation Form.
   2. The lesson must be taught by ____, and paperwork must be submitted to Bb by ____.
   3. You will teach Lesson 3 to two different class periods on the same day! Your reflection paper should address the lesson modifications and strategies utilized from period to period to enhance and/or improve this lesson from teach 1 to teach 2.

E. Lesson Four (Peer + CT)
   1. Your CT will observe and evaluate Lesson 4 using the Clinical Teacher Evaluation Form.
2. An informal peer observation will be conducted by one of your peers while you present your Lesson 4.
3. Your peer will observe you in the lesson, complete the CT Evaluation Form, and then will discuss areas of strengths and areas of recommendations. The lesson must be taught by _____, and paperwork must be submitted to Bb by ____.

F. Lesson Five (SP + CT2)
1. Your SP and CT will observe and evaluate this lesson using the Clinical Teacher Evaluation Form.
2. The lesson must be taught by _____, and paperwork must be submitted to Bb by ____.

C. Professional Activities
1. Professional Association Membership – Proof of membership in any of the following professional associations is suggested: Association of Texas Professional Educators (ATPE), Texas Classroom Teachers Association (TCTA), Texas Federation of Teachers (TFT) or Texas State Teachers Association (TSTA). Professional membership in a content-specific (science, math, etc.) organization is negotiable – prior permission from Dr. Jeffery is required. Evidence of membership is due by _____, (25 points possible).
2. Pre- and Post-course Philosophy of Teaching papers – 50 points possible. The pre-course philosophy of teaching response paper is due ______, 25 points possible. The end-of-course philosophy of teaching paper will involve writing on three topics. The post-course philosophy of teaching papers will be due on ______, 25 points possible.
3. Introductory Autobiography PPT (Blog 1) – 30 points possible. The pre-service teacher will develop an 'Introductory Autobiography' PowerPoint presentation (7 slides max.) to introduce himself/herself to the class. This is an 'ice-breaker activity' to get acquainted with one another as you will be working in groups on various assignments throughout the semester. You will share your background, express your motivation for pursuing a career in education, and your future career goals and aspirations. More details are provided on Blackboard (Bb). The autobiography PPT will be due on ______.
4. PST presentation to BMS students – 20 points possible. PSTs will develop and deliver a 5-10 minute PowerPoint presentation (7 slides max.) to be presented in at least two different class periods. The primary purposes of the presentation are to: 1) introduce yourself to the students and explain your role as a PST and 2) promote college attendance and a career in teaching. The presentations should be scheduled in consultation with your CTs, ideally during your second week in the CT’s classroom.
20 points possible.
   20 points - PPT slide outline provides useful information about college/teaching profession; personal/professional introduction in an interesting/motivating format; two or more class presentations
   15 points - Useful info is deficient on PPT slides outline OR personal/professional intro needs improvement OR presentation in only one class
   10 points - deficient in two of the four criteria listed above
   5 points - deficient in three of the above criteria
5. Portfolio – (300 total points possible). Using the five Learner-Centered Proficiencies as your topics, collect at least four (4) pieces of evidence for EACH category that will demonstrate your ability in each area. These
may be lessons that you have taught, journal entries, lessons from other course, professional development & workshops you have attended, after school activities, community activities, etc. At the beginning of each proficiency section, write a description (rationale) explaining how each piece of evidence demonstrates the proficiency. Incorporate this information into a PowerPoint presentation which will represent an electronic portfolio of your pre-professional teaching experiences. Include the PDAS Domains’ internal hyperlinks navigation and design an original, personalized intro slide with site map link for the portfolio. Part I Due _____; Part II Due_____.

6. **Professional Attributes Assessment** – PSTs will complete the Professional Attributes Assessment as a means of self-evaluation. The self-assessments will be shared with Dr. Jeffery. **The assessment will be due in class on _____. (Required, no points.)**

7. **Mid-term Breakfast and End-of-Semester Luncheon (50 points - Extra Credit!)**
   We will plan a mid-term Breakfast and Luncheon for CTs, administrators and secretaries. The breakfast should be a time to discuss the checklist and be sure that students are on track with completing everything in the checklist. The luncheon will be a time to gather one last time with our CTs and express our gratitude and thanks for their mentorship and leadership. Students may prepare short speeches if they wish to do so. Both the breakfast and the luncheon will be pot luck provided by the students and professor 😊 Nothing too fancy or extravagant!

**D. Exams**

1. **Pre-test and Post-test Needs Assessment.** The pretest will be completed in class on _____ (required, no points) and the posttest will be completed in class on _____ (required, no points).

2. **(4) TExES PPR Quizzes (400 points)**
   PPR Domain Exams will be given after Domain I: Designing Instruction (Competencies 1-4) on ____; Domain II: Creating a Positive, Productive Classroom Environment (Competencies 5-6) on ____; Domain III: Implementing Effective, Responsive Instruction & Assessment (Competencies 7-10) on ____; and Domain IV: Professional Roles & Responsibilities (Competencies 11-13) on ____.

3. **Practice TExES PPR Exams** –You will submit documentation that you completed the “Practice” Pedagogy and Professional Responsibilities (PPR) TExES exam to Dr. Jeffery and Ms. Rose Zuniga by _____, (required, no points). You will need to access this PPR Pretest Website: [https://pact.tarleton.edu/TCERT/index.cfm](https://pact.tarleton.edu/TCERT/index.cfm). Once you have accessed the website, look on the right hand side and right under the username and password blanks, click on “register here” to create a user account and create your username and password. The website offers six hour tutorials to prepare for the TExES #160 all levels PPR and the required Pre-test Quiz. There are also tutorials for these content areas:
   1. Generalist EC-6 TExES 191
   2. Special Education TExES 161
   3. Science 4-8 TExES 116
   4. Science 8-12 TExES 136 or Science 7-12 TExES 236
5. Math 4-8 TEXES 115
6. Math 8-12 TEXES 135
7. Math 7-12 TEXES 235

All tutorials are six hours long, have preparation quizzes at the end and provide an explanation of wrong answers for testing preparation purposes.

4. Mid-term Exam – The mid-term exam on _____ will be a combination of objective and short essay items. (100 points)

5. Your ‘Final’ will consist of a Portfolio Presentation + Summative Evaluation. The in-class presentation will take place on _____. (See e-Portfolio section for possible points)

IX. Evaluation and Grade Assignment and Overview of Course Requirements
Grading scale to be used for determining course grade.

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Class participation</strong></td>
<td>400</td>
</tr>
<tr>
<td>1. Attendance (TAMU-CC/BMS) + Participation</td>
<td>200</td>
</tr>
<tr>
<td>2. Reading responses</td>
<td>60 4(15)</td>
</tr>
<tr>
<td>4. TExES PPR literacy circles</td>
<td>80 6(15)</td>
</tr>
<tr>
<td>5. Inspirational Quote</td>
<td>25</td>
</tr>
<tr>
<td>6. Clinical Teacher Interview</td>
<td>15</td>
</tr>
<tr>
<td>7. Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>8. Browne MS Scavenger Hunt</td>
<td>10</td>
</tr>
</tbody>
</table>

| **B. Teaching and observing**             | 1100            |
| 1. Reflection e-journal                   | 60 3(20)        |
| 2. Interdisciplinary observations         | 40 2(20)        |
| 3. Classroom teaching and analysis        | 1000 5(200)     |

| **C. Professional activities**            | 300             |
| 1. Professional association membership    | ** (+25 pts.)   |
| 2. Pre/post-course philosophy of teaching papers | 50 2(25) |
| 3. Autobiography – Blog 1                 | 30              |
| 4. PowerPoint presentation to BMS students| 20              |
| 5. e-Portfolio Presentation + Summative Evaluations | 200 |
| 6. Professional Attributes self-assessment| *              |
| 7. Midterm Breakfast + End-of-Semester Luncheon | ** (+50 pts.) |

| **D. Exams**                              | 500             |
| 1. Pre-test, post-test                    | *              |
| 2. TExES PPR Quizzes                      | 400 4(100)     |
| 3. Practice TExES PPR                     | *              |
4. Mid-term (Diagnostice PPR Exam) 100
5. Final (Portfolio Presentation + Summative Eval) See above.

**Total points possible = 2300**

<table>
<thead>
<tr>
<th>Grading scale</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>2300 – 2070 pts.</td>
</tr>
<tr>
<td>B</td>
<td>2069 – 1840 pts.</td>
</tr>
<tr>
<td>C</td>
<td>1839 – 1610 pts.</td>
</tr>
<tr>
<td>D</td>
<td>1609 – 1380 pts.</td>
</tr>
<tr>
<td>F</td>
<td>1379 pts. and below</td>
</tr>
</tbody>
</table>

* Required, no points

- Assignments – Type all assignments unless you are provided with a form. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.

- Late work – Assignments submitted within one week of the due date will be accepted for a maximum of 75% credit; one week or more past the due date for a maximum of 50% credit, unless otherwise specified.

- You will not be recommended for Student Teaching without having developed and taught **ALL** required five (5) lesson plans.

- No final grade will be given until all teaching lessons are completed and taught.

** Extra credit – Students participating in the designated activities and/or assignments will earn extra credit.
Active Participation Log
as required in
EDUC 4605/06/07/08: Planning, Teaching, Assessment and Technology for the Middle School Teacher
Name of PST__________________________ Semester_____________________

<table>
<thead>
<tr>
<th>Date of Activity</th>
<th>Name of Activity</th>
<th>Brief Description of Activity</th>
<th>Signature Verifying Attendance</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

These activities include, but are not limited to, the following: PTO meetings, Tutoring, Fieldtrips on MWF, Faculty Meetings, attending the Clinical Teacher’s classroom on a MWF, Board Meetings (District level), PDM Meetings, etc.

For any of the above mentioned activities, or others pre-arranged activities with the site professor, the PST will receive 20 points per event [minimum of one (1) hour of attendance at event]. The activity must be documented and signed by either the Site Professor, Clinical Teacher or an administrator in attendance. Turn the form into the site professor at the time of Portfolio Conferencing along with Block 2 folder/documents. These hours cannot be counted as make-up time required for tardies or absences.

Note: Science Fair & Family Math/Science Night WILL COUNT toward the Active Participation Log Hours 🌟.
X. **Course Policies and Schedule**

Due to the variability and unforeseen changes in Browne Middle school’s schedule, this agenda must remain flexible. In addition to content of the primary course text, *Teaching Strategies, A Guide to Effective Instruction (10th edition)*, class sessions will involve TExES PPR preparation and review, experiences with cooperating teachers (CTs) and BMS students, guest speakers from the BMS faculty and administration, study and discussion of relevant materials from other sources, and an overview of the State of Texas Professional Development and Appraisal System for teachers.

- **Sign-in:** You will be expected to sign in and out each day that you are on campus. This will document the time you have completed. Our time will be from 8:30am - 4:00pm *no exceptions*. Depending on the needs of your clinical teacher, or if you desire, you may be in classrooms before and/or after that time. 3:30-4:00 will always be spent with your clinical teacher.
- **Name tags:** You will be expected to wear your name tags at all times.
- **Late work:** Assignments turned in after the due date will have points deducted. Maximum credit for less than one week late – 75%; over one week late – 50%.
- **Absences:** Should you need to be absent, you need to call and personally speak to a site professor prior to the absence if at all possible. Otherwise, you will need to call Browne Middle School (878-4270) and leave a message for your clinical teacher, and speak to the site professor if at all possible.
- **Remember, we are guests at this school!** Follow the rules/standards of Browne MS. Ask before using any machines. Be quiet in the halls. If you eat/drink snacks of the clinical teachers…then resupply! They are not your breakfast /lunch resources.
- **At no time are you to leave campus without informing a TAMUCC professor or site designee.** Leaving the campus or not being in class during assigned times is reason for dismissal from the program.
- **Lunch will be with, at the same time as,** your clinical teacher each Tuesday/Thursday unless the field-base class eats together or is dismissed as a whole group. You may wait and eat lunch in our Field Base class if you wish. **No one leaves campus for lunch.**

**Weekly Outline of Course Topics**

<table>
<thead>
<tr>
<th>Spring 2015</th>
<th>Course Topics</th>
</tr>
</thead>
</table>
| **Week 1** | Welcome, Introductions, EPP, Field Basing @ Browne MS  
The Teaching Profession - Overview of Teaching in Texas |
| **Week 2** | **Course Syllabus & Calendar; Educator Preparation Program (EPP) Handbook; Theories of Learning and Development (Behavioral, Cognitive, & Development) Comps 1 & 4**  
- Dewey  
- Piaget – *Stage Theory of Cognitive Development; Stages of Moral Reasoning*  
- Vygotsky – *Sociocultural Theory of Cognitive Development*  
- Maslow – *Hierarchy of Needs – Social & Emotional Development*  
- Erik Erickson – *Stage Model of Psychosocial Development*  
- Kohlberg – *Stage Theory of Moral Development and Reasoning*  
- Bandura – *Social Learning/Cognitive Theories* |
| Week 3 | **Theories of Learning and Development** (Behavioral, Cognitive, & Development)  
*Comps 1 & 4*

- Dewey
- Piaget – *Stage Theory of Cognitive Development; Stages of Moral Reasoning*
- Vygotsky – *Sociocultural Theory of Cognitive Development*
- Maslow – *Hierarchy of Needs – Social & Emotional Development*
- Erik Erickson – *Stage Model of Psychosocial Development*
- Kohlberg – *Stage Theory of Moral Development and Reasoning*
- Bandura – *Social Learning/Cognitive Theories*
| Week 4 | **Planning & Instruction** – *Comp 3*

- EPP Handbook
| Week 5 | **Diversity in the Classroom** – *Comp 2*

- Multiculturalism in the School Community
- Cultural/Racial and Ethnic/Linguistic/Economic/Gender/Learning Diversity
- Students with Disabilities (Inclusion/Special Education Services/IDEIA/IEP/504 Accommodation Plan)
- Universal Design for Learning/Differentiation of Instruction
- Culturally responsive teaching/ Culturally relevant teaching/Response to Intervention (RTI)
- Supporting ELLs/ESLs – Revisit ELPS (State Standards)
- Grouping Options for Instruction (Mixed Ability/Focused Group)
- Assistive Technology
| Week 6 | **Equity in the Classroom** – *Comp 5*

- Teacher-Student Interactions
- Student-Student Interactions

**Classroom Management** – *Comp 6*
| Week 7 | **Communication** – *Comp 7*

- Clear Communications
- Skilled Questioning
- Communicating Directions/Explanations, and Procedures
- Interpersonal Skills

**Active Learning** – *Comp 8*

- Teacher/Student Roles
- Learner-Centered vs. Teacher-Centered
- HOTS
- Maslow’s Hierarchy of Needs
- Self-Perception/Self-Efficacy/Motivation to Learning
| Week 8 | **Technology in the Classroom** – *Comp 9*

- Legal and Ethical Issues
- Aligning Technology to the Lesson – State Technology Standards
- Smart board; Googledocs; etc.
- Online Resources for lesson planning (Mini-Presentations on online resources that are helpful in planning lessons by discipline)
- Social Media – FB, Twitter, Instagram, etc.

**Assessment** – *Comp 10*
- Formative vs. Summative
- Testing
- Timely Feedback

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Guest Speakers – Dr. Lucido (<em>Student Teaching</em>); Dr. Hughes (<em>Portfolios</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td><strong>Working with Texas Families: Home/School Relationships</strong> – <em>Comp 11</em></td>
</tr>
<tr>
<td></td>
<td><strong>Interacting and Communicating with Other Educators</strong> – <em>Comp 12</em></td>
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<tr>
<td></td>
<td><strong>Laws, Ethics, and Education in Texas</strong> – <em>Comp 13</em></td>
</tr>
<tr>
<td>Week 11</td>
<td>PPR Diagnostic Exam; Mandatory PPR Online Exam</td>
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<tr>
<td>Week 12</td>
<td>Portfolio – PART I; Focus on Lesson Plan #4</td>
</tr>
<tr>
<td>Week 13</td>
<td>Focus on Lesson Plan #5</td>
</tr>
<tr>
<td>Week 14</td>
<td>End-of-Course Logistics; Focus on Lesson Plan #5</td>
</tr>
<tr>
<td>Week 15</td>
<td>Portfolio – PART II; Professional Attributes Assessment; Needs Assessment; Summative Evaluations</td>
</tr>
</tbody>
</table>

**March 16-20 - SPRING BREAK**

**XI. Required Textbooks**


*College of Education, Department of Education – Educator Preparation Program Handbook (August, 2013).*

**Suggested Textbooks**

Other resources:
Texas Essential Knowledge and Skills (TEKS). Available in Bell Library and at www.tea.state.tx.us/teks

TAMU-CC TExES website:  http://texes.tamucc.edu/

XII. Course Policies

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Cell Phone Usage During Class
Cell phone usage is prohibited during class unless special prior permission has been granted by Dr. Jeffery. This includes text messaging, talking, vibrating phones, checking
email, responding to email, and/or all other uses to which such devices may be employed. EDUC 4605/06/07/08 is a professional development course in the Department of Teacher Education at TAMU-CC. Pre-service teachers at Browne Middle school are expected to demonstrate a level of professionalism beyond the typical behaviors their personal lives.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.